

Inspection date

Previous inspection date

27/11/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend

2

The contribution of the early years provision to the well-being of children

2

The effectiveness of the leadership and management of the early years provision

2

The quality and standards of the early years provision

This provision is good

- Children make good progress in their learning and development and have a positive attitude to learning. This is because the childminder knows them well and provides experiences that she knows they will enjoy.
- Children are settled and happy because the childminder has familiar routines which she implements with care and affection. She constantly reflects on, and reviews, her practice to ensure that they feel safe and secure.
- Children's language and communication skills are very well promoted as the childminder engages in discussion with them at all times. They chatter with her as they effectively develop their language structures and build their vocabulary.
- The childminder builds positive relationships with parents and keeps them informed and involved in their children's care and learning.

It is not yet outstanding because

- There is scope to improve the outdoor environment further in order to build on children's interest of the natural world and living things.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector toured the whole of the ground floor area which is used for childminding.
The inspector sampled a range of documents which cover the learning and development requirements including observations, planning and assessments. She
- also viewed emergency contact information, enrolment forms and written risk assessments.
- Discussions took place between the childminder, the child and the inspector at appropriate times during the inspection.
- The inspector took into account the written questionnaire responses from parents.

Inspector

Lisa Maidment

Full report

Information about the setting

The childminder was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and children aged eight, six and four years in the Wythenshawe area of Manchester. The whole of the ground floor of the house is used for childminding. Access is also provided to the first floor bathroom and a designated bedroom when providing occasional overnight care. There is an enclosed garden for outside play.

The childminder attends toddler groups and organises cultural activities at the local library. She visits the local shops, cafes and parks on a regular basis. She collects children from the local schools. There are currently eight children on roll, seven of whom are in the early years age range and they attend for a variety of sessions. The childminding provision operates all year round from 7am to 6.30pm, Monday to Friday, except bank holidays and family holidays. Occasional overnight and weekend care is also provided. The childminder is a member of the Manchester Childminding Forum.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- enhance the use of the outdoor area to give children greater opportunities to investigate the natural world and living things.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children really benefit from accessing this setting because the childminder gives good opportunities for them to play, explore and discover. The childminder has a good understanding of the seven areas of learning in the Early Years Foundation stage, which ensures children acquire the skills needed to develop for their next stage of learning. The childminder enhances the prime areas of learning through well-thought out activities, which are built on the individual interests of the children in her care. Children develop good speaking and listening skills during all activities. For example, children show interest when the childminder demonstrates how to use a play dough machine. The childminder says 'push, push it down.... squeeze it through' using intonation, which encourages language development and makes sure they stay motivated to learn.

When children start at the setting, the childminder takes initial information from parents through good settling-in procedures. She observes children before assessing their development to build on their learning, track their development and plan for their next steps. Monitoring of children is completed by the childminder to identify progress and

make sure that any gaps in learning are quickly narrowed, and systems for monitoring and evaluating children's learning and development are becoming more established. The childminder uses her knowledge and experience to support children in developing the skills to learn effectively, achieve well and develop necessary skills in readiness for school.

The childminder has started a cultural session at the local library on a Saturday where she encourages children and parents to visit and learn together about different countries of the world. The childminder works with them by offering them ideas of games, songs and dances from a specific country along with tasting and trying different healthy foods from that area. She takes the time to talk with parents and ensures they develop their home learning in order for her to build on children's interests in her setting. The childminder provides a warm, welcoming and safe environment. The resources in the setting are easily accessible by children and they can independently choose toys in order for them to learn. Boxes are labelled with photographs which allow them to self-choose, and there is plenty of space available that enables children to move around freely. The childminder supports children by playing alongside them ensuring their learning is backed up with secure knowledge. She uses good characteristics of effective teaching which confirms children think critically, are fully engaged and remain motivated. As a result of this, children are able to participate in meaningful play and advance well towards the early learning goals.

The contribution of the early years provision to the well-being of children

The childminder forms close bonds with the children. She gives lots of praise when children achieve and develops positive relationships with them. The childminder ensures that children's emotional well-being is supported fully by giving comfort and cuddles when needed. Children look to her for reassurance when visitors come to the setting and the childminder encourages children to be polite and have good manners. This ensures that children build on their social and emotional skills and behaviour is positively applied, embedding necessary skills ready for school.

Healthy lifestyles are adopted in the setting. The childminder provides healthy home-made meals and snacks which are culturally diverse. All dietary needs are met from working with parents and established daily routines for children are quickly applied throughout the day. Children learn to keep themselves safe by the childminder allowing them to take small, supervised risks and hygiene practices are good. For example, children are able to climb the wooden steps, which allows them to be at an appropriate height to help her when she is at the kitchen sink.

The outdoor environment is well set up. The childminder builds on her mud kitchen by providing different resources which help the children enjoy imaginary play. Photographs are attractively set out around the garden encouraging children to access different activities in the area. They have lots of fresh air because the garden is well set up to support their physical skills. Children can use swings, roll tyres along the ground, balance on beams or plant and watch vegetables grow. Children have opportunities to plant sunflowers and watch them grow tall, and then die off so they are able to harvest the seeds for next year. This builds on their knowledge, understanding of the world and how living things decay over time. However, there is further scope to improve the outdoor

environment further in order to build on children's interest of the natural world and living things, for example, by growing more vegetables which children can use when cooking with the childminder. Physical play is encouraged through the many bats, balls and footballs that are accessed from the shed. There are plenty of opportunities for children to take manageable risks by using the trampoline safely and climbing up to the playhouse using a ladder and then sliding down the slide.

The effectiveness of the leadership and management of the early years provision

The childminder has a good understanding of her responsibilities of the statutory and welfare requirements of the Early Years Foundation Stage. She has good safeguarding policies and procedures in place. She understands how to protect children and recognises who she needs to contact if she feels she has identified a child protection issue. All appropriate checks are made on all adults in her household and fire procedures are practised periodically. Written risk assessments are robust and daily checklists on the kitchen wall ensure that children are kept safe from harm.

Through ongoing training and sharing best practice online with a childminding forum, the childminder is able to keep up-to-date with current teaching in the early years. Her knowledge of the learning and development requirements of the Early Years Foundation Stage ensures that she provides a good learning environment for all children. She fully understands child development and uses different strategies to get the most out of children. Her evaluation of practice is robust, and through ongoing dialogues with her local authority, ensures that her setting develops appropriately. For example, children feedback information to her about their likes and dislikes of the setting through pictures and diagrams on her kitchen wall. The childminder uses this feedback to strengthen her self-evaluation of practice, which improves on children's learning ensuring that they make good progress towards their next stage of learning.

The childminder works closely with the local authority that provides quality improvement support and training opportunities. This enables her to reflect on her practice and strive to improve in areas she has highlighted to develop. She speaks daily with other settings which some children access alongside her own, making sure that she shares her knowledge of children and their interests, and works fully in partnership with them. This information is used to further the development of individual children in her care. The childminder also works closely with parents encouraging them to support their child through home learning and meets with them to discuss children's development. Parents give very positive feedback about the childminder through written thank you cards and questionnaires which show the high regard for the services the childminder offers.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY461460
Local authority	Manchester
Inspection number	922548
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	8
Name of provider	
Date of previous inspection	not applicable
Telephone number	

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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